

CHARLES KELLY EL SCH

3400 Dennison Ave

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

All students, attending Charles Kelly Elementary School, will demonstrate academic progress in which they are meeting required academic benchmarks for each grade. This will lead towards academic achievement and will result in all of our students being proficient or advanced on state assessment measures and local assessments. Coupled with this, our students will demonstrate growth on local and state assessments while increasing our overall student attendance.

STEERING COMMITTEE

Name	Position	Building/Group
Daniel Hyland	Principal	Charles Kelly Elementary School
Mikki Schrodel	School Counselor	Charles Kelly Elementary School
Gina Blair	Parent/Home and School President	Charles Kelly Elementary School
Lisa Thompson	Reading Specialist	Charles Kelly Elementary School
Christina Caldwell	Classroom Teacher	Charles Kelly Elementary School
Dana Kelly	Special Education Teacher	Charles Kelly Elementary School
Greg Manfre	Director of Elementary Education	Upper Darby School District
Heather Stottlemeyer	Teaching and Learning Specialist	DCIU
Cynthia Milord	Principal	Charles Kelly Elementary School
Sadie Thomas	Parent	Charles Kelly Elementary School
Dr. Daniel P. McGarry	Chief School Administrator	Upper Darby School District
Hoi Wong	Parent	Upper Darby School District
Nicholas Hoyt	Community Member	Upper Darby Community Member

Name	Position	Building/Group
Thomas Fitti	District Level Leaders	Upper Darby School District
Denise Flavin-Lefferts	Education Specialist	DCIU

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we use multiple professional learning designs to support the learning needs of staff, then a student's Reading achievement, growth, and overall attendance in all/subgroups will improve.	English Language Arts
If we use multiple professional learning designs to support the learning needs of staff, then a student's Math achievement, growth, and overall attendance in all/subgroups will improve.	Mathematics
If we consistently track student attendance, then we can provide interventions to improve overall student attendance.	Regular Attendance
If we use multiple professional learning designs to support the learning needs of staff, then a student's reading/math achievement, growth, and overall attendance in all - Black & Student with Disabilities we will meet or exceed the interim goal/target.	Mathematics English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Into Reading (1-5), Foundations (1-3) and Heggerty (1)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts Achievement	The all student group will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP English Language Arts assessment.
English Language Arts Achievement Subgroups	The all student group and, specifically, our 3rd Grade students in the Black subgroup and Students with Disabilities will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP READING assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers, reading specialists, ELL and Special Education teachers will implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.	2023-08-28 - 2024-06-12	Classroom teacher Assistant Principal Reading Specialists MTSS Tutors District coaches	All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if Charles Kelly Elementary School is able to host parents (as approved in the UDSO COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for: \$4243.00 for Parent Involvement. \$415,730.00 for Salaries & Benefits. 1 Guidance Counselor, 1 Librarian, 2 Reading Specialists, 1-5th grade teacher.

Anticipated Outcome

Students will show growth on Reading/Language Arts local and state assessments.

Monitoring/Evaluation

Reading data will be monitored during the school year, and the reading goal located in the 2023-2024 improvement plan will be updated three times during the 2022-2023 school year. District PD data meeting will assess student data to identify trends.

Evidence-based Strategy

enVision mathematics Common Core/IXL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathmatics All Student Group	The all student group will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment.
Math Achievement Subgroups	The all student group and, specifically, our students in the 3rd Grade Black subgroup and Students with Disabilities will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement enVisions program with	2023-08-28 -	Classroom	- Title 1 funds will be used for staff to provide students with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	2024-06-12	teacher Assistant Principal Reading Specialists MTSS Tutors District coaches	the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title I money to be used as following: \$415,730.00 for Salaries & Benefits are for the following positions: Title 1 funds will also be utilized for our 1 Guidance Counselor 1 Librarian 2 Reading Specialists 5th grade teacher.

Anticipated Outcome

Students will show growth on Mathematics local and state assessments.

Monitoring/Evaluation

Math data will be monitored during the school year, and math goals located in 2023-2024 will be updated three times during the 2023-2024 school year.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Mathmatics All Student Group)</p>	<p>enVision mathematics Common Core/IXL</p>	<p>Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math</p>	<p>08/28/2023 - 06/12/2024</p>
<p>The all student group and, specifically, our students in the 3rd Grade Black subgroup and Students with Disabilities will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Math Achievement Subgroups)</p>		<p>MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.</p>	

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth. Based on the 2021-2022 PA Future Ready Index: Our Academic Growth Score is a 95% which is 19% above the Statewide Growth Standard of 70%

Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth. Based on the 2021-2022 PA Future Ready Index: Our Academic Growth Score is a 92% which is 15.8% above the Statewide Growth Standard of 70%

Career Standards Benchmark All Student Group Exceeds Performance Standard. Based on the Future Ready PA Index data from the 2021-2022 school year, our all student group met the performance standard with 100%.

All students showed growth in Language Arts: Reading with a Mean RIT score of 171.96 to 190.5 in the winter.

Our Academic Growth Score is a 95% which is 19% above the Statewide Growth Standard of 70%

Introduced data binders and implemented new Tier I strategies.

All students showed growth in Math, with a Mean RIT score of

Challenges

On-Track Measures: Regular Attendance

State Assessment Measures: Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target.

State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal/Improvement Target.

State Assessment Measures: Percent Proficient/Advanced in Mathematics/Algebra 1. All Student Group Did Not Meet the Interim Goal/Improvement Target

15.9% of English Learners decreased performance from the previous year. 4.8% of Students with Disabilities decreased performance from the previous year.

28.6% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 22.5% of our Black students maintained performance from the previous year. 28.2% of our Economically Disadvantaged students decreased performance from the previous year. 27.9% of our English Learner students decreased performance from the previous year. 9.1% of our Students with Disabilities decreased

Strengths

176.2 to 194.26 in the winter.

47.6% of our All Student Group increased performance from the previous year.

The introduction of The Next Generation Science Standards and new curriculum will help to increase engagement.

Our All Student Group had a 100% career standards benchmark. This group meets the performance standard.

Asian: English Language Arts/Literature - 56.8% increase from last year but not meeting interim goal/ target. Mathematics/Algebra 1 - 35.1% increase from last year but not meeting interim goal/ target. Regular Attendance - 80.6% increase from last year but not meeting interim goal/ target.

Black: Career Standards Benchmark - 100% Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature - 22.5% maintaining performance from last year. Mathematics/Algebra 1 - 9% increase from last year but not meeting interim target goal. Science/Biology - 38.2%. An increase

Challenges

their performance from the previous year. 11.5% of our Hispanic students decreased their performance from the previous year. statewide goal/interim target. 72.7% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 65.8% of Students with Disabilities had regular attendance. This does not meet the statewide goal/interim target. Based on the 2019-2020 PA Future Ready Index data, our percent of regular attendance was 73.8%. This is a decline from the previous year's percent of 78.3%. Due to this, our all student, Black, Economically Disadvantaged, English Learner and Student with Disabilities groups did not meet the statewide goal/interim target.

All students showed growth in Math with a Mean RIT score of 176.2 to 194.26 in the winter, but we need to grow more to hit the goal for improvement.

Student attendance

Based on the 2020-2021 PA Future Ready Index data for College and Career Measures, our All Groups did meet the statewide goal/interim target. But we also need to focus on attendance.

Strengths

from last year but does not meet the interim target goal. Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature - 79% increase. Meets or exceeds interim target goal. Mathematics/Algebra 1 - 94.0% but a decrease from last year. Meets or exceeds interim target goal.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Challenges

Asian: On-Track Measures - 45.8% Maintained performance from last year. Not meeting statewide interim goal/target. Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature - 56.8% increase from last year but not meeting interim goal/ target. Career Standards Benchmark - 100% Regular Attendance - 60.0% but not meeting interim goal/ target. Decrease from last year. Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature - 22.5% maintaining performance from last year. Mathematics/Algebra 1 - 9% increase from last year but not meeting interim target goal. Science/Biology - 38.2%. An increase from last year but does not meet the interim target goal. Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature - 79% increase. Meets or exceeds interim target goal. Mathematics/Algebra 1 - 94.0% but a decrease from last year. Meets or exceeds interim target goal. Science/Biology - IS (Insufficient Sample) Regular Attendance - 80.6% increase from last year but not meeting interim goal/ target.

Align curricular materials and lesson plans to the PA Standards.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.

Challenges

Use multiple professional learning designs to support the learning needs of staff.

All students showed growth in Language Arts: Reading with a Mean RIT score of 171.96 to 190.5 in the winter, but we need to grow more to hit the goal for improvement.

47.6% of our All Student Group showed academic growth. Our All Student Group did not meet the standard demonstrating growth.

Black: Regular Attendance - 60.0% but not meeting interim goal/target. A decrease from last year. Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature - 22.5% maintaining performance from last year. Mathematics/Algebra 1 - 9% increase from last year but not meeting interim target goal. Science/Biology - 38.2%. An increase from last year but does not meet the interim target goal.

Most Notable Observations/Patterns

It important that focus on making growth in our ELA, Math, Science, and attendance in all student groups but specifically the black, student with disabilities subgroups.

Challenges	Discussion Point	Priority for Planning
On-Track Measures: Regular Attendance	Continue to promote student attendance through our school wide PBIS initiatives.	✓
State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal/Improvement Target.	Curriculum resources/materials will support the attainment of goals set forth in this plan.	
15.9% of English Learners decreased performance from the previous year. 4.8% of Students with Disabilities decreased performance from the previous year.	Based on the 2021-2022 PA Future Ready Index data, our all-student group did not meet the the performance standard. ELA & Math, and attendance	

Challenges	Discussion Point	Priority for Planning
	continues to be a concern for all students but specifically our black and Students with Disabilities subgroups	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	Curriculum resources/materials will support the attainment of goals set forth in this plan.	
Use multiple professional learning designs to support the learning needs of staff.	Professional development opportunities will be made available to teachers during the 2020-20201 school year pertaining to effective teaching and learning.	✓
28.6% of our All Student Group were proficient or advanced. The All Student Group did not	Based on the 2021-	✓

Challenges**Discussion Point****Priority for Planning**

meet the interim goal/improvement target. 22.5% of our Black students maintained performance from the previous year. 28.2% of our Economically Disadvantaged students decreased performance from the previous year. 27.9% of our English Learner students decreased performance from the previous year. 9.1% of our Students with Disabilities decreased their performance from the previous year. 11.5% of our Hispanic students decreased their performance from the previous year. statewide goal/interim target. 72.7% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 65.8% of Students with Disabilities had regular attendance. This does not meet the statewide goal/interim target. Based on the 2019-2020 PA Future Ready Index data, our percent of regular attendance was 73.8%. This is a decline from the previous year's percent of 78.3%. Due to this, our all student, Black, Economically Disadvantaged, English Learner and Student with Disabilities groups did not meet the statewide goal/interim target.

2022 PA Future Ready Index, our All Student Group did not Meet the Performance Standard for Regular Attendance.

Black: Regular Attendance - 60.0% but not meeting interim goal/ target. A decrease from last year. Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature - 22.5% maintaining performance from last year. Mathematics/Algebra 1 - 9% increase from last year but not meeting interim target goal. Science/Biology - 38.2%. An increase from last year but does not meet the interim target goal.



ADDENDUM B: ACTION PLAN

Action Plan: Into Reading (1-5), Foundations (1-3) and Heggerty (1)

Action Steps	Anticipated Start/Completion Date
Classroom teachers, reading specialists, ELL and Special Education teachers will implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.	08/28/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Reading data will be monitored during the school year, and the reading goal located in the 2023-2024 improvement plan will be updated three times during the 2022-2023 school year. District PD data meeting will assess student data to identify trends.	Students will show growth on Reading/Language Arts local and state assessments.

Material/Resources/Supports Needed

**PD
Step**

All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if Charles Kelly Elementary School is able to host parents (as approved in the UDSO COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for: \$4243.00 for Parent Involvement. \$415,730.00 for Salaries & Benefits. 1 Guidance Counselor, 1 Librarian, 2 Reading Specialists, 1 - 5th grade teacher.

no



Action Plan: enVision mathematics Common Core/IXL

Action Steps	Anticipated Start/Completion Date
Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/28/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Math data will be monitored during the school year, and math goals located in 2023-2024 will be updated three times during the 2023-2024 school year.	Students will show growth on Mathematics local and state assessments.
Material/Resources/Supports Needed	PD Step
- Title 1 funds will be used for staff to provide students with the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title I money to be used as following: \$415,730.00 for Salaries & Benefits are for the following positions: Title 1 funds will also be utilized for our 1 Guidance Counselor 1 Librarian 2 Reading Specialists 5th grade teacher.	yes
----- -----	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Mathmatics All Student Group)</p>	<p>enVision mathematics Common Core/IXL</p>	<p>Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.</p>	<p>08/28/2023 - 06/12/2024</p>
<p>The all student group and, specifically, our students in the 3rd Grade Black subgroup and Students with Disabilities will meet or exceed the growth norm expectations for the Fall, Winter, and Spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Math Achievement Subgroups)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Data Meetings	1st, 2nd, 3rd, 4th, 5th Grade Teachers.	Math MTSS Tier II and III Interventions & Supports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data, MAP, PSSA.	08/28/2023 - 06/12/2024	Principal Assistant Principal Math Supervisor Math Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

1e: Designing Coherent Instruction



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review and discuss progress on the plan's goals	Progress monitoring of goals	Home and School Meeting	School community-families	September 22nd - Home and School Meeting October 20th - Home & School Meeting November 17th - Home & School Meeting January 19th - Home & School Meeting February 16th - Home & School Meeting March 23rd - Home and School Meeting April 24th - Special School Improvement Plan Meeting for Families. June 8th - Special Home and School Meeting Presentation
Review and discuss progress on the plan's goals	Progress monitoring of goals	Faculty Meeting	School community-teachers and staff	August 23rd Dec 7th April 19th
Posted plan on school's website	School level plan	Website	All school wide community	6/12/2023
Present to Upper Darby School Board	Presentation of the 2023 - 2024 School Level Plan	School Board Committee Meeting presentation	All school wide community members in attendance of the school board	6/20/2023

**Communication
Step**

**Topics of
Message**

Mode

Audience

Anticipated Timeline

committee
meeting

